



Relationships and Sex Education Policy

Contents

1.	Aims.....	2
2.	Statutory Requirements	2
4	Definition	3
5	Curriculum.....	3
6	Delivery of RSE.....	3
7	Roles and responsibilities.....	6
8	Parents' right to withdraw	6
9	Training.....	7
10	Monitoring Arrangements	7
11	Document Control.....	8

1. Aims

The aims of relationship and sex education (RSE) at South Axholme Academy are to:

- Provide a framework in which sensitive discussions can take place
- Prepare students for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help students develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach students the correct vocabulary to describe themselves and their bodies

South Axholme Academy believes that relationship and sex education (RSE) makes an essential contribution to every student's health, wellbeing and preparation for adult life in society. Effective relationship and sex education is essential if young people are to make responsible and well-informed decisions about their lives. A comprehensive programme of RSE provides accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline. It is an integral part of the PSHE programme within the Academy and will support students to be ready for adult life.

2. Statutory Requirements

At South Axholme Academy we believe that all students should be Ready, Respectful and Safe. Relationships and Sex Education (RSE) forms an important part of the academy's Personal Development curriculum and supports students to develop the knowledge, skills and attributes required to lead safe, healthy and fulfilling lives.

This policy has been developed with regard to the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education, the Equality Act 2010, Keeping Children Safe in Education and other relevant safeguarding legislation.

As a secondary academy, South Axholme Academy must provide relationships and sex education to all students. The academy will ensure that the content taught is age appropriate, inclusive, evidence informed and adapted to meet the needs of all learners, including those with special educational needs and disabilities (SEND).

The academy recognises that effective RSE contributes to safeguarding by helping students to:

- Understand healthy, respectful and safe relationships.
- Recognise inappropriate, exploitative or abusive behaviour.
- Understand consent and personal boundaries.
- Stay safe online and offline.
- Know how and where to seek help and support.

- Develop respect for themselves and others.

At South Axholme Academy we teach RSE as set out in this policy.

3. Policy Development

This policy has been developed in consultation with staff, students and parents. The consultation and policy development process involved the following steps:

Review – a member of staff pulled together all relevant information including relevant national and local guidance

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

Student consultation – we investigated what exactly students want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

4 Definition

RSE is about the emotional, social and cultural development of students, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5 Curriculum

Our curriculum is set out as per Appendix 1 but there may need to be adaptations made to reflect need and the audience to whom the curriculum is being delivered.

We have developed the curriculum in consultation with parents, students and staff taking into account the needs and feelings of students. If students ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner, so students are fully informed and don't seek answers online

6 Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum that is in General Studies. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Students also receive stand-alone sex education sessions delivered by a trained health professional. RSE sessions will reflect the age and maturity of the students and meet the particular needs of both boys and girls.

Across all Key Stages, students will be supported with developing the following skills:

Attitudes and Values

- learning the importance of values and individual conscience and moral considerations.
- learning the value of family life and stable loving relationships for the nurture of children.
- learning the value of respect, love and care.
- exploring, considering and understanding moral dilemmas.
- developing critical thinking as part of decision making.

Personal and Social Skills

- learning to manage emotions and relationships confidently and sensitively.
- developing self-respect and empathy for others.
- learning to make choices based on understanding of differences and with an absence of prejudice.
- developing an appreciation of the consequences of choices made.
- managing conflict.
- learning how to recognise and avoid exploitation and abuse.

Knowledge and Understanding

- learning and understanding physical development at appropriate stages.
- understanding human sexuality, reproduction, sexual health, emotions and relationships.
- learning about contraception and the range of local and national health advice, contraception and support services (including education about HIV and AIDS - and other sexually transmitted diseases).
- supporting students to make wise and informed choices regarding sexual activity.
- developing an awareness of sex and the law.
- developing an understanding of the diversity of relationships and sexuality.
- an understanding of the difference between consenting and exploitative relationships.
- understanding how to develop safe and respectful online relationships.
- recognising the risks associated with online communication, social media and digital technologies.

- understanding the potential impact of pornography on expectations of relationships and behaviour.
- recognising image-based abuse, online coercion, exploitation and grooming.
- understanding the legal implications of creating, possessing or sharing sexual images.
- recognising misinformation and harmful content online, including content created through artificial intelligence technologies.
- knowing how to access support and report concerns relating to online safety.

Safeguarding, Confidentiality and Student Support

South Axholme Academy recognises that RSE may lead to questions, discussions or disclosures from students relating to their personal experiences or wellbeing.

Staff will establish a safe learning environment where students are encouraged to discuss issues respectfully and appropriately. Ground rules will be established at the beginning of lessons and students will be reminded that personal information should not be shared within class discussions.

Whilst students' views and questions will be treated sensitively, staff cannot offer or guarantee confidentiality where a safeguarding concern is identified. Any disclosure indicating that a student may be at risk of harm will be reported and managed in accordance with the academy's safeguarding procedures.

Students will be made aware of the support available within the academy and through external agencies, including safeguarding staff, health professionals and other appropriate support services.

Equality, Diversity and Inclusion

South Axholme Academy is committed to providing an inclusive RSE curriculum that reflects the diverse society in which students live.

Teaching will:

- Promote respect, dignity and equality for all.
- Reflect the requirements of the Equality Act 2010.
- Challenge prejudice, discrimination, harassment and stereotypes.
- Be accessible to all students, including those with SEND.
- Be adapted where necessary to meet the needs, maturity and understanding of individual learners.
- Support students in understanding different families, relationships and protected characteristics in an age-appropriate manner.

The academy will ensure that all students have access to a broad and balanced curriculum that prepares them for life in modern Britain.

7 Roles and responsibilities

The Academy Oversight Committee will approve the RSE policy and hold the Principal to account for its implementation.

The Principal is responsible for ensuring that RSE is taught consistently across the academy, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Principal.

8 Parents' right to withdraw

Parents have the right to request that their child is withdrawn from some or all of the sex education delivered as part of statutory RSE, other than those elements included within the National Curriculum for Science.

Requests for withdrawal should be made in writing to the Principal.

Following a request, the Principal or an appropriate senior leader will meet with the parent to discuss:

- the nature and purpose of the curriculum;
- the benefits of receiving the education;
- any concerns raised by the parent; and
- the impact that withdrawal may have on the student's learning.

The academy will respect parental requests in line with statutory guidance, except where the curriculum forms part of the science curriculum and therefore cannot be withdrawn from.

Where a student has been withdrawn from sex education, the academy will provide appropriate alternative educational activities during the period of withdrawal.

In accordance with statutory guidance, students may request to receive sex education during the three terms before they turn 16 years of age. If this occurs, the academy will make appropriate arrangements to provide access to the curriculum.

A copy of any withdrawal request and the outcome of discussions will be retained in the student's educational record.

9 Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Principal will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10 Monitoring Arrangements

The Personal Development Lead will oversee the planning, delivery and evaluation of the RSE curriculum.

The effectiveness of the curriculum will be monitored through:

- lesson observations and learning walks;
- student voice activities;
- curriculum reviews and audits;
- staff feedback;
- monitoring of safeguarding trends and emerging issues;
- quality assurance activities conducted by middle and senior leaders; and
- review of external provider contributions.

The curriculum and policy will be reviewed annually to ensure that they reflect current statutory guidance, local needs, safeguarding priorities and academy improvement objectives.

The Academy Oversight Committee will receive periodic updates regarding the implementation and effectiveness of the RSE programme and will approve future revisions to this policy.

11. Document Control

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

Contact	Principal
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Approved/Ratified by	AOC/CEO
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Issue	1

IET reserves the right to make amendments to this policy at any time without notice.

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